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# Types of Text in Books for Learning Arabic as a Second Language: A Document Analysis

Aisah Hasmam<sup>a</sup>, Nik Mohd Rahimi<sup>a,\*</sup>*<sup>a</sup>Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia*

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## Abstract

There are several types of text that are identified as often being use in Arabic text books for second language learning. These text differ in terms of numbers and types of texts. The purpose of this study is to identify the types of text use in text books in teaching Arabic as a second language. Three text books for learning Arabic as a second language are used as the document to be analyzed. The findings of this study can serve as a guide to text book writers to diversify the types of Arabic texts in their books.

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*Keywords:* Types of text; Arabic language; Texts; Arabic textbooks; Textbook for learning

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## 1. Introduction

Text communication is one of the most popular media and is often used as a academic reading material. Even so, the way it is interpreted varies depending on the appropriateness of context and the presenter itself. This differences also produce various types of text as well. Thus, in the context of communication it is interpreted in written or oral (spoken), or electronic print media in accordance with the genre and type. But in the context of education, writing text in printed are often the choice of reference for teachers and students in the classroom. Especially in teaching and learning of Arabic as a second language. In the Arabic text in the form of academic reading materials such as textbooks are widely used in schools for additional reading materials, because the form of the Arabic text is still difficult to find. Emphasis and full dependence of the Arab language teachers on the teaching reading educational materials in Arabic text, have increased the tendency of textbook writers to compose various types of texts and in accordance with their respective genres. This will motivate the teachers to change the paradigm of the Arabic language in shaping their teaching more creative and innovative (Yusoff et al., 2009). However, the flow of thought of the author of textbooks in Arabic is sometimes not consistent with the level of understanding of the reader. Resulting in written text to be in uniform in nature and presentation and conflict among teachers to translate in practical teaching.

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\* Corresponding author. Tel.: +6019-3887465; fax: 03-89254372.

E-mail address: [nrahimi@ukm.my](mailto:nrahimi@ukm.my).

## 2. Problem Statement

The existence of the Arabic text in the form of prose and poetry contained explicitly in the syllabus of Arabic Language and Arabic textbooks for primary and secondary schools in Malaysia. Which is structured and systematic texts, making it a basic reading and the teaching of Arabic in their teaching. According to Abdul Halim (2002) & Kamarulzaman (2010), textbooks are the main source for teachers and students in learning the Arabic language and specialized reference materials and the basic learning Arabic in Malaysia (IMED Curriculum Division, 2003). But in the context of teaching, the books supplied are not used effectively and optimally either the teacher or the students. While its use is very important in achieving the goals and objectives outlined in the Arabic language as well to help students to improve achievements (Kamarulzaman, 2010). But in teachings, textbooks provided are not used effectively by either the teachers or the students. While its use is essential to achieve the goals and objectives outlined in the Arabic language as well as to help students to improve achievement (Kamarulzaman, 2010).

Textbooks are also a major tool in teaching a second language (Mohd Azlan, 2007). It is also one of the teaching aids that is often the choice of Arabic language teachers in their teaching (Arman, 2002). Arabic teachers have tendency towards the use of textbooks due to extensive reading materials and other Arabic language appropriate to the needs of students still lack in supply in school (Hawatemeh, 2000). However, the findings Sohair (1990) found that the Arabic text book is hardly earned and is for suitable to the students. This author explains that the role of textbooks in Arabic is very important to diversify the forms of writing and presentation appropriate to the levels and needs of current students. In fact, the variety of text in Arabic reading materials in a way to contribute to the diversity of their teaching techniques.

Therefore, the need of specific mechanisms to assist and facilitate the translation of Arabic teacher of Arabic text on the form of teaching. This is due to the readability level of text depending on the guess and the teacher's discretion only (Khadijah, 1987) and the fact that the suitability of the content and format text and reader-text interaction is also quite difficult to measure (Dzaldov & Peterson, 2005). In addition, according to Kamarulzaman (2010) no specific criteria used by the Arabic text in organizing their ideas in written form and writing guidelines outlined by the Curriculum IMED is too general.

Therefore, this study is a survey to identify the types of texts in Arabic language learning books as a second language.

## 3. Literature Reviews

Study of the text is one branch of knowledge that is embedded in the linguistic discipline. There are many scholars' definitions given on language terminology in relation to the text. Some of them distinguish the meaning of discourse with the text, the text specifically defined as an individual speaking or writing, while the discourse defined as speaking or writing interactive two or more individuals. However, this view is not sound, which sometimes text and discourse is the term used interchangeably to suit the context (Idris Aman, 2010). The following discussion will explain the meaning of the text specifically on the views of linguistic.

According to Harison (2008), to produce a successful process of reading the text, the reader should have metacognitive awareness. In addition, the reader should know the structure of the text include different types because the types of text can affect readers' interests and preferences. He said among the types of text that the reader is the most popular type of narrative, or genre infomasional. When the reader has to identify the types of reading texts that are sure make it easy to determine the appropriate reading strategies based on the nature and achieve the objectives. Thus, the process of reading the text is very important, especially for second language learners. In fact, the Arabic language teachers need to know the types of texts, understand the characteristics of the text and find out how the different types of text can be easily understood by their students".

According to Mahzan (1999), Schoeck (1984) defines, the word 'text' taken from ancient French word *tetex* derived from Latin words that mean the *Textus* woven material. While Witte (1992) defines text as a symbol and a symbol which means that different. Mahzan (1999) commenting on these two views by limiting the definition of the text to a purely physical sense of something written or printed material as expressed by the author in writing. While the ideas and information in a thought can be considered as a text based on this understanding. His views concur with the opinion of the Bloomean Egan-Robertson (1993) of the text, where it can be in the form of speech, signs, electronics, paintings, produced by physical or not.

However, Idris Aman (2010) considers both the text and the discourse of the term are often applied interchangeably to suit the context. His argument based on the opinion of some members of the language that the

text is devoted to speech or writing one. While the discourse is spoken or written interactive means two or more individuals. For example, Werth Paul (1999) defines text as sentence or context and it is written (abstracted out of a discourse), while discourse is spoken.

Basically the text is divided into two types, namely expository and narrative text (F. Voss and L. Bisanz, 1985; Harison, 2008). However, there are views that categorize the structure of this text is based on writing style, which according to Raminah (1985); Al-Somaili (2002) text is divided into two types of prose and poetry texts. While Brewer (1980) have categorized based on the structure of the text into three parts, a text description, narration, and exposition. Disagreement is caused by the findings of previous studies could not classified text structure significantly, the research about it has continued until today (Meyer, 1985).

As can be concluded that in general the text is divided into two types expository text and narrative text. This is because there is no consensus among researchers to provide a pragmatic definition. However, this type of text can be determined based on the purpose served on certain features. However, Graesser and Goodman (1985) consider that the expository text and narrative can be blended in a writing or story. For example the encyclopedia text is an expository text naturally but some authors include narrative segments in it based on the purpose of their writing. While his writings can be interpreted in various orientations, such as the story action, mystery, myth, motivation, emotion, and ekspolarasi. Whether the story is interesting or not, affect the interest of the reader (Harison, 2008).

According to Mayer (1985) text-based reading materials like prose is written based on the following three features, ie (a) episodik; refers to the story, characters, events, places kajadian like to thank Sue John, and left alone in the house, (b) is assumed; refer to factual information such as air or have the permission contains oxygen, (c) procedural; refers to a procedure or how a thing happened as the first to collect all the scores in groups A and B.

#### 4. Research Method

The design of this study is an analysis of documents. Instruments used to collect informations are in the form of documents Arabic language textbooks at the beginning of (1) Arabic Textbook-based Integrated Curriculum for Secondary Schools (KBSM) application form one of Malaysia, (2) Talim al-Arabiyah lighairin natiqiin biha (al-Kitab al-Foundation), and (3) Arabiyah Linnasyiin for international foreign students in the country of Saudi Arabia. Data collected by using SPSS 11.5 and analyzed using descriptive statistical methods to find the frequency and amount of texts contained in three text books.

#### 5. Analysis of the Findings and Discussion Documents

Analysis documents that have been done by researcher are to identify the type of Arabic text in Arabic language textbook for beginners. Here are the results of the analysis based on Table 1 below:

Table 1. The type of text and its frequency in the textbook the beginning level 1.

No.	The types of text	1 <i>f</i>	2 <i>f</i>	3 <i>f</i>	Total
1	<i>Hiwar</i> (conversation)	9	8	45	62
2	Explanation	9			9
3	Descriptive	7	2		9
4	Poetry	7	1		8
5	Descriptive Poetry	2	4		6
6	Narrative Poetry	2			2
7	Procedure Conversation	2			2
8	Recount	2		1	3
9	Procedure	2			2
10	Poetry <i>Hiwar</i>	2	3		5
11	Narrative <i>Hiwar</i>	1			1
12	Narrative <i>Khutbah</i>	1			1
13	Description <i>Hiwar</i> Poetry		5		5
14	Description <i>Hiwar</i>		1		1
15	Narrative explanation	1			1
	Total Text	47	24	46	117

Table 1 shows the interpretation of the data analysis of three types of documents Arabic language textbook for beginners. The books are the textbooks used by students at the beginning (in the study form one) and the main reference for them to learn Arabic as a second language at the national and international levels. The three books are (1) Arabic Textbook Form A based on the Integrated Secondary School Curriculum (KBSM) student use in the country of Malaysia (national level), (2) Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) based on High School curriculum for foreign students at the beginning of the issuance of the Ministry of Higher Education Umm Al-Qura University Saudi Arab countries, and (3) Arabiyah Linnasyiin based Integrated Curriculum for Secondary Schools to foreign students at the beginning of the issuance of the Ministry of Education of Saudi Arabia. In addition, the data shows that there are various types of Arabic texts listed in the text books and different frequencies. The following is a description about it.

Based on the analysis, the study showed that there were 15 of the Arabic texts in three languages Arabic text book for the beginners. The texts are (a) of the text *hiwar* interpretation of the text in a conversation between two people or more and the text that requires a response such as asking questions and answers without character, (2) text explanation, is a text that describes a process, and the phenomenon of matter, (3) text description of the descriptions of items, objects, people, and in specific places (4) poetic text is a text of literary elements and have various options and functions as well as a beautiful use of language style, such as al-Quran, material Hadith, the words of wisdom, poetry, and nasyeed, (5) poetry is the text of the description text to describe things, people, and in specific places, but inserted the words of wisdom, (6) poetic narrative text that contains the elements of narrative text that is an actual experience of the individual, or fantasies and stories to entertain costume made by readers and words of wisdom, (7) text *hiwar* procedure is the text that describes a procedure, measures, and the order process from start to finish in style of conversation, (8) recount text (browser back) of text containing an actual event or experience, (9) procedure is a procedure text, measures, and the order process from start to finish, (10) poetry texts *hiwar* was filmed in the text written in the form of a conversation to explain a poem as the words of wisdom, (11) *hiwar* narrative text of the text contains elements of fiction and narrative form of costume made with these words of wisdom, (12) narrative sermon text is the text containing the folklore but delivered in the form of lectures, (13) text description is the text of poems *hiwar* describe a specific thing, but in a conversation and be accompanied by verses of the Qur'an, (14) *hiwar* description text is the text that describes the specific things, but the style of conversation, and (15th) narrative description of the text is the text that explains a phenomenon, but in terms of storytelling.

However, the interpretation of the ideas by the author is different even though it was the same in terms of its text as an idea and the story is written to meet the themes and topics outlined and necessary lessons relevant to the needs and context of writing. *Hiwar* example of text in the Arabic text book KBSM form one is to describe the character of a conversation between two students on the first day of school. The school environment is a background story. This type of *hiwar* text is themed education in Malaysia is called the first day of school early. While the textbook Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) is writing this text is sometimes not stated explicitly, but the character described in the text structure in the form of questions and answers in a story. To facilitate the readers understanding the content of *hiwar* (conversation), the author includes illustrations for each of the written conversation. However, the theme of this text is related to the Arab community lived in Saudi Arabia which tell about the Bakar house. Similarly, the *hiwar* text in the textbook Arabiyah Linnasyiin, the theme is of community in the country of Saudi Arabia. The story also revolves around a conversation between two characters on the type of game that is being played. Photo illustration accompanies their conversation for the reader better understand the content of these stories.

In addition, the text of the description in the text books are often describing the experiences that occur in a person's life. For example, in the Arabic text book KBSM form one tells about the experience Azmi and his friends in the class to clean the classroom. In the textbook Talim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Foundation) is to describe the atmosphere and the condition of a house and accompanied by pictures. For the text contains two kinds of text in a story like the description in the poem as a text book Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) describes the experience of prayer Bakar Prescribing congregation with his family and accompanied by Surah al-Nisa' verse 30 which can be considered as part of the poetry text for stylistic beauty of the Quran. Similarly, in the Arabic text book (KBSM) level 1, the text of the narrative poem tells the story of a fox that crows are hungry, are accompanied by words of wisdom, which is calculated as part of the poetry style of beauty.

In addition, the results of analysis also explains that the texts sometimes interpreted either separately or combined. Separate means only one kind of text has been interpreted only in one essay. The combination also means that there are two or more of the text combined stories (writing). Examples of a separate text is the text of *hiwar*

(conversation), description, and description in Arabic Textbook (KBSM) Form 1. While the textbook Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) is the text of *hiwar*, description, and poetry. Type the text *hiwar*, description and recount (browser back) was found in text books Arabiyah Linnasyiin. Meanwhile, examples of a combination of written text is the text of descriptive poetry, narrative poetry, and procedures *hiwar* in Arabic Textbook (KBSM) form One. Similarly, the text of poems *hiwar*, *hiwar* descriptions poetry, and descriptions *hiwar* found in textbooks Ta'lim al-Arabiyyah lighairin (al-Kitab al-Asasi) and there is no written text of a combination of textbook Linnasyiin Arabiyah.

In terms of frequency, the study shows that a total of 14 out of 15 of the text in the Arabic text book KBSM Form 1. These texts is the type of text explanation and *hiwar* (9 times), text descriptions and poetry (7 times), the text description of poetry, narrative poetry, *hiwar* procedures, recount (browser back), procedures, and their poetry *hiwar* has written of two times, and only one was written in the form of narrative *hiwar* text, narrative *khutbah*, *hiwar* description and poetry, narrative descriptions, and narrative explanations. While there are 7 types of Arabic texts were written in the textbooks Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) is the text of *hiwar* (eight times), description (two times), a text from the types of poetry and *hiwar* description, the text of the three types of poetry *hiwar*, and of four and five types of text each representing a text poetry descriptions and texts of description *hiwar* poetry. Meanwhile, there are only two types of Arabic texts in the textbooks Arabiyah Lin Nasyiin of 46 times to type the text *hiwar*, and the text of a text to recount text types.

Based on the above description, the study makes clear that the most common type of text written in three books at the beginning of the text is the text of the *hiwar* and often is the text of the description. And it is often interpreted in isolation. In the textbook Arabiyah Lin Nasyiin of text is most often written *hiwar* that by 46 times compared to two other textbooks. In which a total of nine and eight times, each written in the Arabic text book KBSM and Talim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi). While the text most often is the type description has been written in the textbooks Arabiyah Lin Nasyiin (12 times), Arabic, Malaysian Secondary Schools (7 times), and Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi) (2 times) is also a separate written. Total *hiwar* the text of the 49 and 21 for the text of the description. Therefore, the total frequency of two types of text is 70 times. While writing on the text of the description *hiwar* and combined with other types of text is as follows: procedure *hiwar* (2 times), poetry *hiwar* (2 times), descriptive poetry (2 times), and narrative *hiwar* (one time) has written in the Arabic language textbook Secondary Schools. And the text of the description *hiwar* poetry (five times), poetic descriptions (four times), poetry *hiwar* (three times) and description *hiwar* (one time) in the textbook Ta'lim al-Arabiyyah lighairin natiqiin biha (al-Kitab al-Asasi). This means that the overall frequency of both types of text are combined is 20 times.

In addition, the third type often is the text of poems. The result shows that it was written by (27 times) in the text books in Arabic, followed by the type of text information (10 times) the fourth regular narrative text types and procedures (four times) the fifth regular, and often the sixth recount text type (3 times). All of these texts were written either separately or combined. In addition, this study also explains that the types that dominates the texts and the option writer at the beginning of the Arabic texts are the text of: (a) *hiwars* (2) descriptives, (3) poetries, (4) explanations, (5) narratives (6) procedures, and (7) recounts. Once said that of 15 of the Arabic text that has been analyzed, these texts can be categorized into seven types of text-only because it is often manipulated in the text books which *hiwar* text types, descriptions, poems, explanations, narrative, procedures, and the recounts.

As a conclusion, the study shows that there are 14 types of texts in the Arabic text book form A (BATS), 46 types of texts in the book Ta'lim al-Arabiyyah Lighairi al-Natiqiina Biha (al-Kitab al-Asasi), and two types of texts in the book Arabiyah Li al-Naasyiin. However, there are seven types of Arabic texts which are so dominant in the textbooks. 7 of the texts are the text of *hiwars*, descriptions, poetries, explanations, narratives, procedures, and the recounts. And all of these texts are sometimes interpreted either separately or combined, depending on the appropriateness of the context of writing. Similarly, text of *hiwar* is the most often written in text books than other types. This is because the skills of oral language skills, particularly as emphasized in the three curriculums. Especially for foreign students learning Arabic as a second language. While the text of recount is the most rare written in textbooks as the writing of this type needs to recall the events that occur within an oneself individual, while not all individuals have experienced the same events.

## 6. Implications of Research

The findings of the research discussed above has implications for education of Arabic in Malaysia. As a second language, Arabic language students can not be mastered easily or naturally as their first language. Especially for the



secondary school students at the early level. Therefore, various efforts should be made by all parties involved to achieve the National Philosophy of Education to produce a balanced and competent students in the future.

Therefore, this study will provide the benefits and impact on the formulation of the Arabic text books and the effect of its use in practical lessons:

- a. The makers of textbooks need to be more creative and innovative, as their individual production will be a collective reference. Therefore, efforts to improve the writing of textbooks should be done continuously and contains certain standard.
- b. The findings of this study can also help them produce various types of text suitable for the students and it can be used up to the global level. and that has resulted in a text book in the works nationally and internationally. This is because the variety of reading texts can foster students' reading interest and reading materials, especially in Arabic and improve performance.
- c. The dependency of Arabic teachers on textbooks as the main medium of information should be avoided in practical teaching. Thus, the functions of the textbook as a reference to the basic curriculum should be upheld to avoid confusion and being abused as well as to diversify teaching methods and the use of other media as teaching aids.

## 7. Conclusion

The production of quality and various reading Arabic texts is important in teaching and learning of Arabic as a second language. This is because it serves as a basic reference in Arabic curriculum in Malaysia. Therefore, the parties involved in the drafting of the text books in particular, must play an important role to produce writing that is creative and relevant to current needs for quality of production will shape thinking among readers, particularly students who are learning Arabic as a second language. Because this study only focused on the analysis of the types of text in three text books at the initial stages, it is recommended that other or more studies to be done to ensure that reading materials in Arabic text given due respect.

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